Monique: Alex, Isaiah, Juango, return to your seats.

Student: Isaiah, you guys going home?

Monique: I’m going to count to 10, 1, 2, 3, 4 – thank you, 5, 6, 7, 8, 9, 10. Okay. I believe I have all of the data from everybody, okay? So I put all the transparencies on top of each other. We’ve got one more group out there? Okay. What surprised you about your data, before we start talking about the graphs; what surprised you?

Student: The amount the very last bridge can hold.

Monique: The amount the very last bridge can hold. How many people used up all their pennies? How many people had to use a pen to help it out? Okay. How many people used up almost all their pennies? Okay. Why was that true; why did that happen for the 4 bridge?

Student: Because it’s my favorite number.

Monique: Okay. Because why?

Student: It was so short.

Monique: It was so short. Forrest?

Forrest: They were really close?

Monique: Yeah, because they were really close. Andres?

Andres: It wasn’t as long so there was more support for the bridge.

Monique: There was more support for the bridge because there wasn’t a lot of space. What happened on the really long bridge?

Student: It fell [inaudible].

Monique: Yeah, it fell pretty quick, didn’t it? Did it surprise you when you continued and it took longer and longer and longer for it to fold, for it to break?

Student: Yeah.

Monique: So with this linear function, did it kind of go at a steady rate?

Student: No.

Monique: No. So here is – okay, good enough. So this was the data as a class, all right? And so everybody kind of notices that for the 11 you’re all kind of clustered down in this corner here. And for the 4 it was way off of our graph. Okay? It was way crazy. And they kind of went in different directions. This is not a linear relationship. Remember how we talked about in this book we were going to talk about inverse variation? And I talked about how one thing got larger and the other thing got smaller? Or as one thing increased and not at a steady rate? We’re going to start looking at things that do this kind of data; that come out to be a curve model. So if I was to kind of guesstimate, that would kind of be the graph; actually it would come down a little more like that. Okay? So in an, if this was mathematically correct, in a linear relationship I eventually would run into the X axis. Would that happen on this one?

Student: No.

Monique: No. Eventually some weight would be able to be held by the bridge; we don’t know how much, okay? So that idea is what you’re going to do to answer those questions.